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A. E. WINSHIP.....EDITOR

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Department of Superintendence, Cincinnati, February 22-26, 1925.

OUR SPRING FESTIVAL

In four spring issues, March 26 and April 2, 9, 16, the Journal of Education will have a series of bird articles by Senator L. G. Atherton and Mrs. Nora Morton Atherton, Madison, South Dakota, lovers of birds, students of bird life, comrades of birds, ornithological scientists, and literary artists in presenting birds at home and abroad, domestically and socially, industrially and economically.

We think Mr. and Mrs. Atherton cultivate the acquaintance of birds as devotedly as did John Burroughs, and love them as passionately, and study them as skilfully. They also have the latest information about the character of every breed of birds, and the knowledge of birds has increased as has all knowledge of nature in field, forest, and garden.

We think we will render teachers a genuine service by introducing them to Professor and Mrs. Atherton in the four issues of the spring. A bird month like this is the best way we know to prepare the schools for Bird Day.

There are 680 cities with organized playground and recreation work which is championed by 125 college presidents, thirty-seven labor leaders, numerous manufacturers, governors, mayors, authors and prominent persons of all occupations, diverse political affiliations, and various religious faiths.

SCHOOLS OF BUSINESS

The evolution of the University Schools of Business began with the establishment of the Wharton School in the University of Pennsylvania; and it has gone on until there are now something like one hundred substantial institutions giving business instruction in this country, of which about twenty are of collegiate grade, and at least two, of higher grade, this school, whose classes include both undergraduate and post-graduate students, and the post-graduate school of business administration at Harvard where only students who have completed a collegiate course are admitted.

It has been the practice for scholars to look a little bit askance at business men, partly because business men have not been what are called "educated men," partly because their work was classified in the minds of the so-called scholars as being materialistic. Now it is generally recognized that at no distant date the successful business manager, along with his usual training, will frequently be—indeed he is now—a graduate of a law school. The Columbia School of Business started in 1917 with six graduates and this year it conferred the bachelor of arts degree on ninety-six students and master of arts degree on sixteen.

Unquestionably every high school with girl students needs a Dean of Girls.

PAY INCREASE OPPOSED

The Chicago Teachers' Federation at a mass meeting in Studebaker Theatre, February 7, voted unanimously that they did not favor any increase of teachers' salaries from the transferring of money from the building fund, nor from any tax rate increase. The statement adopted unanimously contained the following paragraphs:—

"The teachers of Chicago know that there can be no increase in teachers' salaries at the present time without increasing the tax rate for the education fund.

"The teachers co-operated with the Board of Education and the citizens in the campaign in November, 1923, to secure a favorable vote of the people on the proposition to increase the tax rate for the building fund in order to provide a seat in the schoolroom for every child. We insist that faith be kept with the public and that the increase in the building fund be used for the purpose for which the people voted.

"We resent any attempt to pit the teachers of Chicago against the children by making them appear willing to benefit themselves at the expense of the children."

PRESIDENT BRUMBAUGH'S ADDRESS

We are using in this issue the Inaugural Address of Martin Grove Brumbaugh as president of Juniata College, Huntingdon, Pennsylvania, on January 29, with unusual pleasure, for Dr. Brumbaugh is especially adapted to the leadership of a college such as Juniata is and is to be.

Dr. Brumbaugh has had remarkable preparation for such leadership of young people, for inspirational civic development of an institution, for magnifying the religious sentiment of a denomination, and he will have every opportunity to broadcast great messages. We have said more than once recently that there is no mission in America greater than that of the small Christian college, which can consecrate itself to the creation of religious personality as it cannot be done with the vast enrollment of a great university. Dr. Brumbaugh is the embodiment of a great personality, and his life, his rare experience, his noble spirit will thrill every student in Juniata with throbbing Christian faith.

He will have a faculty that will vitalize faith in service, as cannot be done when a faculty is so large that it represents various shades of faith and doubt, hope and fear, neutralizing positive convictions with negations.

When a man who has been dean of education in a university, superintendent of a great city, and governor of a great state, a man with brilliant platform gifts, will round out his life work as president of a Christian college it is cause for national rejoicing.

The sabbatical year for all teachers is sure to come. It is as advantageous to the schools as to the teachers.

MEANS ADEQUATE TO NEEDS

Superintendent Charles S. Clark of Somerville, Massachusetts, who has put that city on the progressive map heroically, magnifies his vision in his annual report to the Board of Education. He says:—

"What is expected of education today? Apparently much more than is provided for. Health, character and civic responsibility, knowledge, ability and willingness to do useful work, capacity to make worthy use of leisure, are all definitely laid upon the schools today as aims to be accomplished in the interest alike of the individual and of society.

"It should be borne in mind that the schools do not create these demands. The state of society, the great undertaking of training children to be the supports of organized society, create them. The schools but respond to the demands to the extent that they are given the means for doing so.

"In all of these main divisions of the day schools the School Committee has organized the educational work so as to accomplish the objectives of the new education as far as the facilities at its command will permit. The city has made generous provision in recent years to help this work. But until the educational means are adequate to the educational needs the School Committee should not stop making representations of needs, nor the city stop providing for them to the extent to which the citizens want their schools to maintain efficiency."

We have not seen this better stated by anyone.

NATURE STUDY AT CINCINNATI

The annual meeting of the National Council Supervisors of Nature Study and Gardening, Saturday, February 21, Hotel Sinton, Cincinnati; president, Alice Jean Patterson, Illinois State Normal University; secretary, E. D. Adams, Elyria, Ohio; executive committee, Lester S. Ivins, Kent, Ohio; Clarence M. Weed, Lowell, Mass.; George Brennen, Chicago; Emilie Yunker, Louisville, Ky.; J. L. Randall, Fitchburg, Mass.

Topics discussed: "Economic Phases of Nature Study and Gardening," "Training Teachers to Teach Nature Study and Gardening," "Training Teachers for Nature Study from the Standpoint of the School Superintendent," "The Course of Study in Nature Study and Gardening for City Schools," "Personal Attainment Standards in Nature Teaching," "The Need of Teaching Conservation of Forests and Wild Life in the Elementary School," "Some Things the Cincinnati Schools Are Doing in Nature Study," and "The Present and Future of Nature Study."

There will be a luncheon on Saturday.

Montclair, New Jersey, was first to put manual training in elementary grades, 1882.

PHYSICAL DEFECTS

In the University of Minnesota all new students must have a complete physical examination when they register. This is to find out if the student has any abnormal physical conditions, particularly such as may be corrected.

W. P. Shepard and R. S. Diehl, of the department of preventive medicine and public health in the university, have classified the young men by groups—from rural districts, villages, towns, small cities or large cities. The latter includes places with more than 50,000 population.

Among the 3,478 students classified, it was found that most with but one or two defects come from towns and cities; those with three defects come from villages, and four or more defects appear usually in students from rural districts or villages.

Students from rural communities suffer to a greater extent with high blood pressure, abnormalities of the lungs and general unfitness, and suffer less from goitre, obstructions in the nose and disturbances of eyesight.

Those from large cities show more visual defects and less frequent high blood pressure, overweight, diseased tonsils and similar disturbances.

Dental defects were most common of all. More than one student in every five had diseased tonsils. Enlargement of the thyroid gland was found in one out of every twelve.

Students reared in villages of from fifty to 1,000 population have more physical defects than students raised in other communities.

Students raised on farms show more physical defects than those raised in towns or large cities.

Students raised in towns of from 1,000 to 5,000 population show less physical defects than any others except those from large cities. The students raised in cities of more than 50,000 population show the lowest number of physical defects.

The present Immigration Law prevents any more adult illiteracy problems with newcomers.

WINTHROP COLLEGE'S LATEST

A. P. Bourland, director of Extension Division of Winthrop College, the South Carolina College for Women at Rock Hill, has a notable plan for promoting the better reading of teachers and students. The aim is to provide the best reading on all subjects of the public school course. A year ago Professor Bourland started the work with three study centres in the state with two hundred and two teachers using the books and closed the year with thirty study centres, and was circulating six hundred volumes, mostly the latest and best professional and educational books. Nothing professional in the state has had such a record as this. It seems to meet a real need of teachers and students.

Americanization is a life and not merely a language.

THE McANDREW ARTICLE

We are using in this issue an address which Superintendent William McAndrew recently gave before the Civics Club of Chicago.

We have omitted such paragraphs as might be construed as having been born out of certain hectic rivalries in Chicago, and, yet, we have retained certain paragraphs that fruited from special conditions. While omitting some paragraphs because of local irritation we have retained others because they are fundamentally and universally problems which must be met in every city when they are brought to an issue.

Readers of the Journal of Education for the past twenty years, especially, will not believe that its editor is prejudiced against those who are prominent in the issues raised antagonistic to the policy of the Board of Education.

It is of slight consequence what we think about the issues involved, but we are sure that Chicago has a problem of surpassing importance. We think Superintendent McAndrew states one phase of its solution better than it has ever been before stated. We are equally sure that the other phase of the solution is being heroically championed. It is not a personal matter. It is fundamentally professional, and Mr. McAndrew seems to deal with the problem professionally.

There is a high and mighty attitude of superintendents that we have never allowed discussed in our columns, though it is the popular attitude of educational reformers. It assumes and asserts that the superintendent shall have the power to hire and fire unchallenged.

We have never been willing to have any part in the promotion of autocracy in school administration. It may be possible sometime, but we can see no likelihood that American cities will accept that as a permanent working factor in our day. Wherever it has been tried it has been short lived.

Mr. McAndrew's attempt to solve the problem makes no claim to any power, personally, to remove or criticize a teacher in service. In all that he has said or written in public, so far as we know, he holds the principal responsible for the morale of his school, and the subject supervisor responsible for results in subject methods. The superintendent would accept the judgment of the principal as to the individual teacher's promotion of class morale, for the principal is responsible for the school morale.

The subject supervisor and the principal jointly would be held responsible for classroom efficiency.

Nowhere in America will it be as difficult to establish such administration, for in Chicago, more than in any other large city, the teacher is the unit of authority.

Teachers have sometimes made their own rules of action, which have had more or less influence in the limitation of the authority of principals and superintendent.

The Chicago teachers have championed the teachers as the ultimate authority. Mr. McAndrew has presented the other side of the issue.

This is the most vital issue educationally in the country. It will not be settled this year or next. It will ultimately be settled for the whole country by the people as a whole, and the decision will depend upon which side appeals to the people as a whole as being most genuinely devoted to the welfare of children.

If the champions of the rule of the superintendent, supervisors and principals are either aristocratic doctrinaires or autocrats they will not be given opportunity to reign long.

If the teachers are suspected of thinking of their own interests, if they judge all progress by its influence upon their salary, tenure or certifications they will not continue in influence long.

Unless one side or the other demonstrates genuine professional purpose the public will shift back and forth as one side or the other gets political control, and that will depend largely upon the political skill of the leader.

The liability is that the whole question will be hurled into politics.

THE JORDAN PEACE PLAN FESTIVITIES

The Jordan Festivities in Los Angeles, January 14-16, were of surpassing interest. I have enjoyed nothing so much, shall probably never enjoy anything just the same.

Entirely aside from the Peace Plan it was a famous tribute of admiration and affection for David Starr Jordan, who is easily California's noblest character in half a century.

It was due Dr. Jordan from California, but more especially from Southern California, for nearly fifty years ago, before Stanford University was dreamed of, David Starr Jordan made the first study of Southern California for the United States government. In his young manhood, as a scientist, he studied officially every square mile of what is now a world wonder.

The first ovation was a religious celebration of the great achievement of Dr. Jordan. The great Wiltshire Boulevard Congregational Church, of which Dr. Frank Dyer and Dr. Charles F. Abel are joint pastors, gave a banquet by church members, and four hundred church people sat down to a banquet worthy any society event. There were brilliant addresses by Los Angeles eminent men. It was in recognition of Dr. Jordan's personality and service. The keynote of thrilling tributes was to David Starr Jordan as a Humanist. For two hours there was devout appreciation, charming sentiment, and postprandial cleverness. There was nothing overdrawn and nothing tame. We would have gone to Los Angeles had that been the only event of the week. Judge Benjamin F. Bledno, a Stanford graduate, presided with a rare combination of civic and religious sentiment.

The second event was the dinner of the Chamber of Commerce, where five hundred of Los Angeles business and professional people honored Dr. Jordan as California's foremost citizen. The brilliant address was by Augustus O. Thomas, president of the International Federation, through which the prize won by Dr. Jordan was given. But the event of the occasion was Dr. Jordan's address, the only time in which he spoke out of his heart his vision of a Warless World in which science and art, education and religion would serve humanity everywhere all the time. It was the one notable, noble address of the week.

The social event was the reception at the University of Southern California, in which society leaders took occasion to magnify their appreciation of Mrs. Jordan, who is always honored when he is honored.

The culmination of the events, of course, was the gathering of two thousand five hundred persons, with reserve seat tickets; the elect out of the larger number who desired admittance.

Dr. William G. McAdoo presided with a dignity and grace appropriate to a world affair. The formal addresses were by Dr. Robinson, a Los Angeles banker, one of America's eminent financiers, who devoted eight months to the Dawes Commission in Europe; Colonel Milton A. McRae of San Diego, of the Scripps-McRae newspaper fame; and President Robert A. Millikan of the California Institute of Technology, all of whom—McAdoo, Robinson, McRae and Millikan—were members of the Committee of Award. These four with President MacCracken of Vassar College were the eminent judges of the selected six plans which loomed above all others, and their discussion was between two that stood out so high above others that each was ardently championed by some of these eminent men. When the decision was made they learned for the first time their authors; the other was by Hamilton Holt.

McAdoo, Robinson, McRae and Millikan made really great addresses, but the gem of the occasion was the brief, modest address of Raphael Herman as he handed Dr. Thomas the check for $25,000, who in turn handed it to David Starr Jordan, who was so visibly moved by this culmination of events that he made no attempt to speak. There was not a dry eye among the 2,500 participants in those exercises; especially did the one hundred special guests on the stage yield to the spirit of the occasion. One wave of adoring sentiment swept that audience beyond anything we have known and Raphael Herman and David Starr Jordan were blended in that wave of sentiment.

That which will make the Jordan Plan so conspicuous in the literature of Education and Peace is the fact that it omits everything that could militate against its functioning in every race, in every nation, in every language, in every religion, regardless of tradition.

Dr. Jordan is clearly the only known person in the world who literally thinks in world units undisturbed by racial, religious, linguistic, or civic traditions.

Patriotism is love of country and a devout desire to make that country worth loving.
—David Starr Jordan.

THE JORDAN PEACE PLAN

[Los Angeles Times.]

California stands before the world not only as a land of great material achievement, but as a land that gives birth to big ideas. New proof of this is afforded by the fact that a distinguished Californian, David Starr Jordan, has been awarded the prize of $25,000 offered by Raphael Herman of Washington for the best educational plan calculated to preserve world peace. So that in felicitating Dr. Jordan upon winning the award as well as Stanford University, of which he is chancellor emeritus, The Times also congratulates California, which, having so warm an interest in the welfare of its great citizen and having encouraged him in his highest educational efforts, also shares in the honors. Dr. Jordan is a contributor to The Times, his articles on this page evoking much interest and wide comment.

Long before the great war this famous educator, now nearing his seventy-fourth birthday, saw the growing menace to the peace of the world and did his best to avert it. In his "Blood of the Nation," a book published in 1902, he presents a study of the decay of races through what he terms "the survival of the unfit" as the result of war's devastations. Two years before the great conflict he wrote "War's Aftermath," a frightful exhibit of the effects of the Civil War in Virginia as revealed in eugenic conditions in that state, of which he made an intensive study, county by county. Later he added a chapter on the Balkan struggle in which he compared the effects of the war upon Macedonia with those of Virginia, which is of similar area. In each case the aftermath was pitiable to contemplate.

When this country was about to enter the World War Dr. Jordan, a strenuous pacifist, raised his voice against the idea in many places. He addressed 12,000 people in Madison Square Garden, New York, and about half that number in a huge Baltimore hall, where a mob of young bloods broke up the meeting, and then went singing through the streets, "We'll Hang Dave Jordan on a sour apple tree." Although this episode left him untouched as to body, it fired his mind in a way that resulted in some of the strongest anti-war literature ever published. He declared that war was barbarism; that it was a sword that cut the hand that wielded it, and that there never had been a holy war that was not carried on by unholy means.

One of the foremost advocates of the League of Nations, he was bitterly disappointed in the nonparticipation of this country in that great international organization.

His widely-read book, "Ways to Lasting Peace," summarized the various plans made during the great war to secure lasting peace at the end of the great conflict. Many of the ideas incorporated in this arrestive volume will be found in the peace plans which have received the Herman award, the central idea of which is that the leaders and the peoples of all nations shall be instructed in the great truth that, as a rule, wars of an offensive nature arise from no cosmic necessity, and that they can be prevented by the kind of education and the kind of patriotism which inspire peace rather than conflict. The need is also stressed that history should be true and just and should not be perverted in the supposed interest of national honor.

In this, as in many other points made in his prize thesis, Dr. Jordan's arguments for peace are similar to those of President Coolidge, who has raised his voice to outlaw war spirit in all lands.

QUO VADIMUS?

FLORENCE HOLBROOK

When we consider man, how far he fares,
From grovelling darkness of the world's first years
From bonds and chains and superstitious fears
He stands upright and every danger dares!
We marvel at his brave inventive mind
That strives, endures and fails and strives again
Until from depths of ignorance and pain
He conquers to the light he fain would find!

What shall it profit man to rule the world
If he doth lose his soul? This is the hour
When force and greed must yield to spirit's power,
When you and I must live our brotherhood
And say to all: "War shall not be again
But Peace shall rule on earth, Good-will to men."

A LOS ANGELES PEACE UNDERTAKING

[We are indebted to Dr. Ernest C. Moore, director of the Southern Branch of the University of California, for the information upon which we base this editorial. We firmly believe that in this Los Angeles is pointing the way to one of the most promising plans for the promotion of World Peace sentiment in the United States.]

The Southern California Council on International Relations is a young experiment, hardly five months old, yet it has developed immense engine power already, and makes those who started it feel that we have set up a standard here to which the serious-minded men and women of Los Angeles are flocking as to a community enterprise of moment. The plan is a simple one, one which can be carried out in any town or county. There are numbers of organizations and groups in almost every community which are interested in consulting for the welfare of the world, in bringing about such an understanding of each other among peoples that war will be impossible, and in informing themselves continuously about the day-by-day development of the folks of other lands.

There are such persons in every community in the United States. As long as they stay apart they cannot effect much. Let them come together to talk about this interest, to purvey information to each other, to plan together ways and means of bringing about greater understanding among peoples, and at once they begin to have public opinion upon foreign affairs, a thing which our country has notoriously lacked, and a thing which our country must generate if there is to be peace through understanding among the commonwealths of mankind. The problem is a problem of education, but it is more, far more, than a problem of school education. It is a problem of a whole people developing a new interest—old and young, rich and poor, Jew and Gentile, Catholic and Protestant, teacher and taught, preacher and layman, labor unionist and capitalist—all must become interested in studying the peoples of this world just as all have become interested in studying cross-word puzzles.

They must become interested in studying the peoples of this world, and we say it with the confidence that unless they do there will never be an end to wars and the festering misjudgments which make them. But we all have the beginnings of that interest. It only remains for opportunities for it to grow to besiege us and most of us will respond to them.

The Council on International Relations is the bundle of sticks into which are tied the societies, the groups, the clubs, the lodges, the churches, the schools, the business men, the preachers, the teachers, the lawyers, the workers in every calling and of every nation who are interested to come with us for a permanent effort to master a knowledge of the peoples of this world. I say for a persistent study, for it is our conviction that we are enlisted for a long war.

It may take many years to bring folks of different countries in general to understand each other so well that consideration and tolerance will be the rule in their dealings. To work that transformation is not going to be easy. But, whatever the time required, whether it be long or short, this Council proposes to cultivate that subject until improvement does result, for it is a crusade which must engage the generations. The major task is to hold a perpetual town meeting on the subject of International Relations. In Los Angeles they will meet and dine together once a month, not at a fixed time, but whenever they can secure the services of an able and qualified leader. The first meeting was attended by thirty folks. The second by seventy-five. At the third meeting Dr. Robert A. Millikan spoken on "Suicidal Nationalism," and two hundred people heard him. At the fourth meeting Hon. Henry M. Robinson spoke to two hundred and fifty people on "Our International Outlook." Dr. Sherwood Eddy spoke to three hundred and seventy-five folks at the fifth meeting. For its sixth discussion the Council on International Relations brought Lord Thomson to Los Angeles, and invited the British Empire societies to join with them on that occasion. It plans to have a speaker representing the Italy-America Society, and invite the Italian American societies to join in welcoming him; and after that a speaker on France with the Alliance Francaise and the other local French societies joining. They propose to discuss Japan, China and Russia in the same way, and to invite Japanese, Chinese and Russian fellow-townsmen when they do.

They propose to divide themselves up into study groups, one to interest itself in everything Chinese, until in time its members come to know as much as an American can know about China, and some of them may even learn the language. Another group will study Japan, another one Russia, others Italy, France, Germany and the British Empire. There is an immense work to be done. They find, for example, that there is no public library in Southern California that keeps a file of any British, much less French, German or Italian newspapers. Nor is there any local source of information about contemporary characters or happenings outside our own country. Unfitness to play an international part is appalling. In bringing the local Italians, French and Britishers into the meetings they will be practicing the gospel of bringing about a real union of the children of the nations, and they will be Americanizing both them and ourselves.

The Journal of Education rejoices in the opportunity to describe a community method of studying these great matters. We may talk long and learnedly about teaching peace

through the schools. It must be taught there, but it cannot be effectively taught there until the leading men and women of that particular community begin to talk about it with approval and begin to work for it and to plan to bring it about.

The public school is the instrument of public opinion. It can teach nothing without the sanction of public opinion. If the school leaders of any community want to make their community stand on the side of World Peace, and for the abolition of war, let them organize a group of the leading men and women of the community who believe in these things to work together to bring them about—and the leading men and women of every one of our American communities already believe in them, but not being banded together and having no vehicle of expression their belief bears no fruits. If the adults set the example of interest in these high matters the children will readily imitate their interest and will make progress in them, but without the adults, how can the children be won?

Who can so well bring a group of adults to an earnest and persistent study of these things as the educational plan makers? An organization such as this, which is neither sectarian nor partisan, which neither exists to make money or to raise it, but simply to provide for its members the largest possible opportunities to educate themselves in the constituent elements of the welfare of this world, is needed in many places, that adults may serve, and Roman-like the young may hear their words and watch their deeds and imitate their attitudes and actions.

The World's Prayer

An International Song Dedicated to President Harding

[Sung at the Chamber of Commerce, Los Angeles, Banquet to Dr. Jordan.]

Since life began World's history's been wrought
With men's grim battles oft renewed and fought;
Progress has taught the evil of our way,
And peace is dawning with a newer day.

The force of might—not right—has often ruled,
And all the world in armament been schooled;
Please God, no more vast graveyards where we kneel,
But join our hearts and hands for common weal.

Men's minds have vied for better ways to make
Destructive forces for destruction's sake;
From chaos and confusion there shall rise
Enduring peace and everlasting ties.

Chorus

We pray for peace on earth, good will toward all;
May love instead of hate our hearts enthrall.
We pray that every nation sees the right;
That truth and justice rule in place of might;
That armament forever cease its reign;
And wasting war may ne'er return again.
Long may the world be bright
With freedom's holy light,
And sing
Great God our King!

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PRESIDENT BRUMBAUGH'S INAUGURAL

[Inaugural Address of Martin Grove Brumbaugh as president of Juniata College at Huntingdon, Pennsylvania, January 29, 1925.]

Archbishop Lang of York and Lancaster, in a trying hour of the World War came to the United States to impress upon our people the necessity of this country joining actively with the Allies to save civilization—Christian civilization. It was my fortune to escort him from Harrisburg to Philadelphia. As he looked over our Lancaster and our York, he said: "We propose to carry on, but we need greatly your help."

Likewise for Juniata College, founded and fostered as a seat of Christian learning—rich in service to God's people. I propose to carry on, but I need greatly your help. I not only need your help but I earnestly solicit it to the end that we may here maintain the fine traditions of those pious men who have passed on and achieved by gradual ascent those heights which they visioned but could not attain.

Let us consider briefly some of the salient objectives of this College, for it is essential that any institution dedicated to the higher learning should be wisely led.

First of all, it is a Christian College—dedicated to the advancement of right living here and teaching that there is a hereafter of tremendous significance. This college teaches the supremacy of God, the deity of Jesus, the power and presence of the Holy Spirit. It accepts without apology the inspiration of the Bible, and teaches that it and it alone holds in its enfolding teachings the hope of immortal life, through the resurrected Christ of the world. From this ideal I pray we shall never depart. In this respect the college is not only conservative, it is immovable. We shall not only endeavor to teach right but we shall insist that our pupils shall do the right. Socrates was assuredly justified in his rebuke to the Athenian youth when he said: "The boys of Athens know the right, but the boys of Sparta do the right." Knowledge that is not refined into conduct is a curse, not a blessing. Hear the words of the Teacher sent from God: "Not every one that saith unto me Lord, Lord, shall enter into the kingdom of heaven, but he that doeth the will of my Father which is in heaven."

Moreover, to carry on this lofty purpose it is essential that it remain a small college. We have no ambitious dreams or plans for a college of many thousands. It is perhaps prudent to declare that our aim in this respect is a college of about five hundred students. We purpose to maintain close personal touch with our student body. We want to know these young men and women. We want to counsel with them. We want to enter vitally into their life purposes, and help develop those qualities of mind and soul that will be received with favor in this world and in the next.

We are not in any sense hostile to those great centres of learning whose students are reckoned by the tens of thousands. We recognize the meaning of these as depositories of vital material for research work. In this age of increasingly widening educational demands, it is necessary to maintain graduate schools and specialized technical training. The vast business interests of the country call for this training. We shall be content if we can year by year forward to these universities those that are fitted wisely to pursue the studies and the research work there provided.

Is not the time ripe to indicate that only those holding to definite aims should pursue the higher learning? Is it not true that special culture should be given only to those that wish to use it for the welfare of the humankind and not to those that wish to use it to enhance personal fortune or gratify vanity? The business of the college and university is to train men and women for honorable competition in serving society. Whatever is revealed of God to a student in classroom, in library, in laboratory, should be given and given freely for the welfare of one's kind. The crime of scholarship in the recent war was the hoarding of scientific knowledge and using it to destroy, not to conserve life. Shall we not stoutly maintain with Whittier that

"Truth to us and to others is equal and one,
Shall we bottle up the free air or hoard up the sun?"

We also shall insist upon thorough knowledge. The function of the elementary school is to impart clear knowledge, which is knowing the thing and not some other thing for it. In the upper grades of the elementary school should also be taught related knowledge, which is knowing the thing in its relation to other things in some system or category of truth. In the secondary school should be stressed analytic knowledge, which is knowing the thing in its essential parts or factors or elements. The function of the college and the university is to secure thorough, exhaustive knowledge, which is knowing the thing in its causes. This and this only is the form of knowing upon which all specialized knowing should rest. The student receiving the approval of this college must have attained the ability to distinguish between logically significant things and mere incidental things. To see the reasons for things is to know in the highest way a human mind can know. This involves in college the retention of those only that possess the capacity and industry essential to the mastery of the things of the college curriculum. We shall not hesitate to rid ourselves of the student who thinks that to be in residence is to be in college. College is no place for loafers. They poison the air and vitiate the atmosphere for those that wish to breathe the clear air of in-

dustry and scholarship. If an education is worth anything, it is worth working for. It can be acquired in no other way.

These considerations imply the sacrificing of certain things not infrequently regarded as part of the experience of a student in college. Beyond a training for health and the acquisition of experience in team work, we shall not stress competitive athletics. I am heartily in favor of a training that promotes vigor of body and alertness of mind. Intra-mural athletics have not as yet been stressed as they can be. When, however, athletic activities interfere with sound scholarship, this college will have none of it. To be one of a group studying, reciting, or playing is valuable. The essence of American democracy lies in the fact that we must work together, think together, play together, pray together for the enduring of the Republic. A good athlete subordinates his personal comfort, his idiosyncrasies, his wilfulness, his caprice to the good of the group. A good citizen subordinates his personal views to the will of the group, which is the law of the country. Wisely directed play is thus an important apprenticeship of the country.

Moreover, we shall stoutly resist any dissipation of the student's time or energy. The business of the student is to secure in college all the knowledge and discipline he is capable of acquiring. Whatever his maximum is, that he should attain. Otherwise he graduates below his best. He is damaged goods, selling at a discount in all the markets for all times. Such would be a calamity. It is a matter of note that our graduates for the most part have demonstrated the wisdom of this set purpose of the college. We shall endeavor to improve the record.

We need a reconsecration to the ideals of this Republic. War has shattered and broken the spiritual values that civilization wrought slowly through the years. We look about and see crime where we should see regulated and rational behavior. We are paying in this Republic goodly sums for education, for religion, for charity, but if we put into one sum all we give for these constructive and humane forces,—the forces for Christian civilization,—we do not even approximate the sum we pay for the conviction and the incarceration of our criminals. Moreover, the pitiful fact is that 71 per cent. of all these criminals are under the voting age. They are the boys and the girls of this age. They are the potential citizenry of the next age. Surely we must now devote time, thought, energy to the vitally needed duty of lessening crime and increasing in the Republic the group that not only obeys the laws but gives itself heroically to the duty of constraining others to obey the laws.

After every great war arises the task of rebuilding the finer things of the spirit. If this be not done lawlessness runs riot. Finally industrial crises sweep the country. If, however, a people sense aright the situation there arises a great spiritual revival. The people turn consciously and actively to the rehabilitation, through home and church and school, of the things of the Kingdom of Righteousness.

To this constructive service Juniata definitely dedicates its complete resources, and hopes to be counted among those agencies that stand in a crisis for law, for country, for righteousness.

Juniata is a college of ideals, of hope, of faith. It is not as Emerson once characterized education, "a gesture of despair." We believe in the essential good of youth and in the abiding good of Christian culture. To the attainment of these ends I solicit most earnestly the sympathy, the counsel, the help of all good people, and I invoke the guidance and blessing of Almighty God. With these strong-sided champions to help, Juniata will carry on.

AMERICA FIRST

Not merely in matters material, but in things of the spirit.

Not merely in science, inventions, motors, and skyscrapers, but also in ideals, principles, character.

Not merely in the calm assertion of rights, but in the glad assumption of duties.

Not flaunting her strength as a giant, but bending in helpfulness over a sick and wounded world like a Good Samaritan.

Not in splendid isolation, but in Christlike co-operation.

Not in pride, arrogance, and disdain of other races and peoples, but in sympathy, love and understanding.

Not in treading again the old, worn, bloody pathway which ends inevitably in chaos and disaster, but in blazing a new trail, along which, please God, other nations will follow, into the new Jerusalem where wars shall be no more.

Some day some nation must take that path—unless we are to lapse once again into utter barbarism—and that honor I covet for my beloved America.

And so, in that spirit and with these hopes, I say with all my heart and soul, "AMERICA FIRST."

—From a Sermon preached in the National Cathedral, Washington, D. C., Sunday afternoon, September 7, 1924, by the Rt. Rev. G. Ashton Oldham, D.D., Bishop Coadjutor of Albany.

WHAT CHICAGO IS DOING EDUCATIONALLY

[Address of Superintendent William McAndrew.]

[The Union League Club of Chicago has a Civics Committee of about forty members who make a practice of inviting various heads of public departments to make to them an informal report of the progress of various public services in their city. On the occasion of their taking up the matter of public schools, William McAndrew, the superintendent, reviewed the work of the Board of Education since February 1, 1924. His summaries of present American theories and practices covering school management apply to any one city of the Union about as well as to any other, and are here given in summary form.]

The Americans who established the United States frequently expressed the view that in order to preserve the fundamental principles of our social, political organization, there must be, as a part of the government service, a system of public education. The letters, speeches, and articles of the founders contain numerous cases of emphasis upon the fact that for the general welfare, for the preservation of the Republic, schools, as the means of education, must be forever encouraged. They were influenced apparently by the existing jealousy of the separate states, and avoided taking from them any of the perquisites already in existence, but there can be no doubt that they expected the different commonwealths to provide systems of public education, for distinct social and political service, and were not particularly interested in the preservation of scholarship or charitable aid to different boys and girls. As various states put these theories into practice they provided in their laws and in their constitutions for public-school systems. Those who argued for making public schools a public charge made the solemn promise that these schools would be for the general welfare; that they were not taking one man's property for the benefit of another man's children, but as Webster, and Clinton, and Stevens declared, the public-school system was for the public, and not for individuals.

Some of you can remember how in the smaller towns, in the old days, the entire public managed the schools, chose the teachers, voted the appropriations, made the rules. As the communities grew larger and the work of governing the schools became more extensive you delegated these duties to your representatives and elected boards of education. There was a tendency for these representatives to exercise almost all the functions of school management as if, to use the words of your Chicago president, Charles Moderwell, a hospital board would take upon itself the duty of performing all the surgical operations.

In common with other cities, Chicago discovered that education had grown more and more into a science requiring long preparation and careful study. Chicago revised its practice, and in accordance with what is known as its Otis Law, recognized the necessity of a professional executive. It saw the inadvisability of taking upon itself duties for which lay members had insufficient opportunity for preparation and experience. Your Chicago law imposes upon a superintendent of schools the supervision of one of the departments of the Board called the Department of Education. The law places upon the superintendent the duty of supervising it and the employes therein. It imposes upon him the proposal of such measures as have to do with studies, hours, duties of teachers, principals, selection of sites, types of buildings, choice of textbooks, and so on.

The danger of giving unrestrained power to a specialist, as a superintendent must be, is apparent to every citizen of experience. The Chicago law provides against having any specialist ride his hobby too far by requiring that all proposals of the superintendent must be approved by the Board of Education. In this way the community retains in the hands of its representatives, the Board of Education, the final decision as to all educational matters.

Here, as elsewhere, the tendency of Boards to undertake actual superintendence shows itself, from time to time. For instance last spring some of your Board members passed a resolution affecting the dismissals of the schools for the purpose of giving the teachers of the system the opportunity to meet during school hours to discuss and to propose to the superintendent matters affecting the management of the department. This resolution excluded from its conferences principals and superintendents, members of the Board of Education, and every one except the classroom teacher. On another occasion an old rule of the Chicago schools designed to supply the community with principals whose study of educational procedure was as shown by examination up-to-date, was opposed by a number of the members of the Board, who desired to remove the requirement, and to open the principalships to all who held certificates, however old those certificates may be. Examination of the records showed these candidates had obtained them so long ago, that there can be no assurance that such holders are at all familiar with the recent advances in educational procedure. Reading, writing, arithmetic, every school subject, has been studied, measured, and improved, in line with similar changes in the procedure in medicine and science and in industry. To open the door for the appointment of persons who could give no adequate assurance of being prepared for modern school management, was so contrary to the general principle of serving the public rather than the appointees that your Board of Education retained this procedure, and Chicago is assured that no person whose principal's certificate is

more than seven years old will be nominated for election to take charge of a school.

The tendency of most School Boards in the country, who continue, through separate members, to influence appointments and promotions, is not absent from our own system. Persons holding high offices in the municipal and state governments are still besieged by many candidates for "influoence" in securing appointments. Your Chicago Board has before it the opportunity of enacting a rule which will require the superintendent, in the case of every nomination made to the Board, to announce the names of all persons who advocated the appointment.

Your Board has now before it a proposition to provide against so-called "secret markings of teachers" by principals. This, too, is a matter which your Otis Law requires to be handled by the superintendent of schools and not by the Board.

Another interesting case in which the superintendent differs with some of the members of the Board is in the matter of the organization of the school system. All the works on school management and the statutory composition of the Chicago schools, as is the case with other school systems, place teachers directly under the supervision of principals of the schools. In Chicago, the proposition advocated by some members for direct contact of the teachers with the superintendent, short-circuiting the principals, has been given a great deal of publicity in the newspapers. The eminent lady superintendent of schools, Mrs. Ella Flagg Young, who is quoted much in this connection, organized professional councils with the principals as members. The annual report upon the success of her scheme refers to the workings of it with much enthusiasm.

As I see it, the problem is similar to organization for any big service. If it devolves upon you to undertake the supply of Chicago with milk, the first and most natural thing you would do would be to organize the city into districts, each with a workable unit. You would have responsible heads in charge of these separate districts. You would, as do railroads, telephone companies, or other public service organizations, have a regular system, a scheme of responsibility for different officers; you would parallel each responsibility with a corresponding authority. You remember when Jethro, Moses' father-in-law, noted the failure of the children of Israel to progress, he advised his son-in-law to appoint heads of hundreds, and heads of thousands. If Moses had not followed this advice, the chances are that the children of Israel would never have gotten out of the wilderness. The big problem of supplying education to the Chicago community calls for organization. The laws, and the rules of the Board here, as elsewhere, set up an organization by which units of management are recognized. These units are schools. At the head of each unit is a principal, the official leader of that unit, charged with its management and with its success. It is a truism in educational circles, "a live principal, a live school." You can find in neighboring districts, one school down at the heel, another up-to-date. So far as you can see the children are from similar homes; the teachers are selected by the same examinations and system of appointment. The obvious reason why one is a success and the other not, is that in one the principal is an able supervisor, in the other he is not doing his duty towards the public which pays him.

I have just read in the Journal of Education, and during the same week in the American School Board Journal, their editors' statements as to the basis of progress in public school service. Each emphasized that supervision, follow-up, acceptance of responsibility for leadership, are the essentials of good school service. Why Chicago should attempt any device or usage contravening the general experience of mankind, when it has a big work to do, is hard to understand.

You have asked for a statement of some of the forward steps taken by your Board of Education during the year just ended. These steps have been along the line we have just traversed.

Your Board decided the schools should concentrate upon their legal obligation, "to give to each child a thorough and efficient common school education."

Your Board decided that to secure this full time, all the 196 days on which schools are in session should be given to the children, and that they should not be dismissed for the purpose of meetings by teachers, excluding their principals.

Your Board decided that the duty, common in all organizations, that the heads of the units should hold the meetings of teachers out of school hours, for the purpose of conferences, of giving directions, and of discussing policies, should be recognized and practiced. There had been offered the proposition that except during the time when the children were in the actual presence of the teachers, the Board of Education would require no service whatever from its teachers.

Your Board, finding its schoolmasters importuned by large numbers of philanthropic citizens and societies to use the schools for further various social and patriotic movements, passed a resolution selecting a limited number of such participations and announcing them before the beginning of the school year, in order that the principals might, in planning their year's program, give to each of these participations a proper place, and work them into the general civic service of school activities.

Your Board of Education, after an extended study of the junior high school organization, which study included personal visits to selected cities, adopted the junior high school plan as

a modification of the old division of schools into eight years of elementary and four years of high school organization.

Your Board of Education after similar studies and visits recommended reorganization of some of these schools to try out the plan called in some cities "the platoon plan," aiming at an ecomonic use of its plants, a more effective use of school assemblies, and an extension of specialized teaching to grades lower than those in which such teaching is common in Chicago.

Your Board of Education, convinced that the old method of selecting school sites in a hurry and sometimes under the influence of strong pressure from neighborhoods or from public officials not connected with the school system, was wasteful, organized a bureau for the study of the entire city. This bureau has shown where and how large and for what purpose schools should be planned. It has used the surveys made by the telephone and lighting companies, the building permits, the tables of school growth and population growth, and has submitted a scheme for school construction up to 1940. It has planned buildings so that the construction of accommodations for immediate needs will be done with foresight, allowing for later growth, the maximum-sized buildings being planned, of which a quarter, a half, or three-quarters, can now be built, subject to the addition of the remainder without the undue expense ensuing when attempt is made to put additions upon a building which had been planned as a complete unit.

Your Board has centralized provisions for truants and incorrigible children, reducing the centres from twenty-three to one, with a branch in an outlying district.

Your Board has emphasized the value of supervision and follow-up throughout the entire system, holding principals as guardians of the payroll, responsible for giving to Chicago, dollar for dollar, the full value of expenditure for teaching.

Your Board has seen improvements in "efficient and thorough common school education" in a gratifying degree. In spelling, for instance, your youngsters completing the elementary school course attained an average of 94.2 per cent. as against the United States average on the same lists of 93.7 per cent. An improvement in hand writing since the first of February, 1924, now on exhibition in the hall of the Board of Education, shows that seeing must be believing. An improvement has come in arithmetic. At a test early in the year 66 per cent. of the highest classes in the elementary school performed accurately simple addition. But after your principals tackled the problem 95 per cent. of the children scored perfect in an examination covering all the fundamental operations and identical with an examination given in Chicago fifty years ago to highest grade, who achieved an average of only 63 per cent. perfect.

In the larger service of training young citizens for the general welfare your Chicago schools show a unique record of civic service: enthusiastic participation in the municipal work of Clean-Up Week; in generous contributions for Near East sufferers; School Children's Aid Society ($49,497.00); for Red Cross service; for toys sent to hospitals; for aid to veterans; to crippled children; to French war orphans; to illiterate foreign born; to the planting of trees, and to so large a list of philanthropic aids that I could not tire you with a complete report.

Your schools during the year have given attention to the general welfare by noteworthy attention to the service of School Boys' Patrols, protecting school children from street accidents; development of fire drills so efficient as to receive the warm commendation of the municipal authorities; by entertainments for the widows of firemen killed in the performance of duty; by aiding in the purchase of the Stuart portrait of George Washington for the city, and by accommodating numerous meetings having to do with the water supply and disposition of the city's waste.

Notable in this line of civic service is the work of a committee of your principals, which is planning a course of civic instruction for every grade in the system from the kindergarten through the junior college, in accordance with your recent law requiring the teaching of representative government, American ideals, patriotism, and the duty of civic service.

These are only some of the accomplishments of your present Board of Education.

To assume that your present superintendent must be supported in all his measures, right or wrong, and that in him centres all the wisdom and judgment of good school usage, is a position as absurd as it is untenable. This isn't a question of men, it is a question of measures. Any School Board which outlines, in its best moments, the proper procedure and which pledges itself to abide by it, can, in Chicago, run a first-rate system of schools with any superintendent possessed of common honesty and ordinary energy and judgment. All this hectic effort to set any superintendent on a pedestal, and put a battle axe in each hand as typical of the proper kind of school official, is the worst kind of absurd nonsense.

A progressive society counts individual variations as precious, since it finds in them the means of its own growth. Hence a democratic society must, in consistency with its ideal, allow for intellectual freedom and the play of diverse gifts and interests in educational measures.—John Dewey, "Democracy and Education."

WOODROW WILSON, BY WILLIAM ALLEN WHITE

[An Appraisal by John R. Kirk, Kirksville, Mo.]

It was in Union Station, Kansas City, my ticket paid for, five dollars to spare, three minutes to reach the 6 p.m. Burlington train downstairs. At the news stand in large letters was: "Woodrow Wilson, by William Allen White," just one copy moist from the press. "How much?" I shouted. "Five dollars," the clerk said. I dropped the money into his hand, seized the book, and caught the train. By 11.30 in the Robidoux Hotel, St. Joseph, I was through one hundred pages, much excited, going fast.

With many stops, reading by day and by night, when I reached Kirksville, the book was nearly finished. There were many mutilations of the margin, much of notes and markings. In a day or two I was through the book and reading again the parts with damaged margins.

More than a year earlier I had read and reread with very deep interest "Rome and the World Today," by Chancellor Hadley. "Woodrow Wilson" is to me equally deserving of profound study. Chancellor Hadley in a most happy and sensible way shows us how much like ourselves the Romans were. William Allen White brings before us a conspicuously clear life picture of one that lived among us and for us. No other books lately written in our country, so far as I am able to see, can compare with these two outstanding masterpieces in their effect upon the views and the attitudes and the personal poise of those who are yet in some degree of plasticity—as I believe myself to be.

No other American could do what William Allen White has done. The critics may find fault. Some of them doubt the accuracy of almost every inspiring book. They always will. Constructive ideality is not based upon mechanical exactitude. Dreamers that dream the dreams and have the visions whereby the people may not perish do not live by the tick of a clock. Creative ideality is not measured by tape line or bookkeeping machine.

Woodrow Wilson was not made to order. William Allen White did not mature his versatility and human insights according to any standardized pattern. Woodrow Wilson and Theodore Roosevelt were in classes by themselves. William Allen White conforms to no settled sample of paragraph or phrase. He knows English; he speaks American. If he were Cromwell, he would say: "Paint me as I am."

William Allen White, one-time Republican, erstwhile Progressive, always Democrat, born to become and to be free minded, incisive, highly human, idealistic, imaginative, truth speaking of friends and foes. And what a subject, Woodrow Wilson! Descendant through three generations of Scotch-Irish, predestinarian, foreordination Presbyterians.

We see Woodrow Wilson as the man looked to William Allen White: "The dour Scot, big and dominant inside him, turned to his adversaries a cold and implacable heart that transformed even the most amiable of his opponents into ardent foes with lust for torture."

"Woodrow Wilson, by William Allen White." Source book to those who seek a view in the large of the men that grow tall. Source book for stimulus, for inspiration, for wonderment of mind. Woodrow Wilson, slim-legged youth, in transformation from youth unknown to manhood unmeasured, always changing, never static, product of American democracy.

William Allen White thinks his book may fail to satisfy scholars groping for historical data. He says it is not a source book. Pity it would be if this book were source book, if thereby it became typical, stale, minutia of dates and data.

Woodrow Wilson! Son of his father and mother, much with them. Then young college fellow: "He barely squeezed into the honor roll of his college class, cutting loose from all but sketchy adherence to college curriculum. Famous debater, always discussing, wrangling, reading and re-reading, always assimilating. Scotch-Irish, lover of contest and expression. At Princeton a ruler by right of special heredity, by inbreeding, deeply convinced that his God had elected him to a special privilege appointed and anointed by the covenant to serve the cause of righteousness on earth."

What pity it is there cannot be more such men in the making. Not bound by curriculum, self-educated outside curricula, lover of debating, upon whom his college classmates were staking fame. Once he took potluck with his fellows. He drew a slip which appointed him to the protection side of the tariff debate. He tore up the slip and walked away in silent indignation. He wouldn't do it. He would speak what he believed.

It was a delight to read William Allen White's disposal of the Peck story with testimony of Dean West, President's Wilson's most scornful enemy. It was a joy to recall the protest of Theodore Roosevelt indignantly demanding of his friends that they stop all whispering, since he held to the fundamental belief in the integrity of his adversary. And then as William Allen White restates it: "Bursting into premonitory wrinkles until his face looked like a ruddy baked apple, the Colonel squeaked: 'What's more, it wouldn't work. You can't cast a man as Romeo who looks and acts so much like the apothecary's clerk.'"

That was Theodore Roosevelt! Many-sided

cosmopolitan. And Woodrow Wilson defended Roosevelt's contention that the presidency carried with it Congressional leadership. How remarkably alike they were, both Progressive Republicans, both born American Democrats.

Long ago a distinguished biographer of President Wilson said: "Woodrow Wilson was never a Democrat, least of all a Jeffersonian Democrat, and if the Baltimore convention had read his books, they never would have nominated him. Fortunately for our country the men that nominate Presidents never read books."

But in spite of all contradictions, Woodrow Wilson was a Democrat, an American Democrat, shot through and through by keenest conceptions of democracy, thinking straight towards the goal of democracy. Strangely inconsistent? Perhaps so, and why not? Who that thinks great thoughts in advance of other men has in mind what he thought yesterday? Who that blazes out new roads through entanglements of tradition can stop and give heed to the blind alley trod by the reactionary.

William Allen White wishes that Woodrow Wilson could have been versatile, many-sided, cosmopolitan. He wishes that Tommy Wilson could have had his head skinned, himself dumped into the sewer and covered with bruises and hurts in boyish battles and beatings. Perchance Tommy Wilson would then have had more than single track mind, which for so long a time was to him a source of satisfaction.

Time came to Tommy Wilson when the name did not function and to his friend, Robert Bridges, Woodrow Wilson declared: "I find need of a trademark in advertising my literary wares. Thomas W. Wilson lacks something. Woodrow Wilson sticks in the mind. I have decided publicly to be Woodrow Wilson." And ever afterwards he was.

Woodrow Wilson was never a many-sided man, never a cosmopolitan. Being nominated for the governorship of New Jersey, "he had never been inside the county court house of his county, nor in the state house of his state. He had never sat in a county convention, nor stood up in a ward caucus."

He read and meditated and re-read the strictly humanistic events of the world. He cared little for science or languages or literature or art. He lived always intensively—marvelous, unique American.

In the White House and in the Cabinet he doubtless felt the need of more than a single track mind. His friends and enemies and secretaries were versatile and capable, thinking in wide areas. He little heeded their advice, if he heard it.

At Versailles he must have felt keenly the need of European languages, especially the French, whereby cunning schemers might not have worried and tricked him. The Germans beyond the Hindenburg line and the European people at large had awakenings and expanding hopes because of his "Fourteen Points." Self-determination for small republics! How the millions must have wondered at it. But crafty diplomats at Versailles spoke unknown tongues and Wilson heard them not. His dreams they knew not and saw not. They all had knowledge of iniquitous, secret treaties reaching far back into the years. They were war impelled, those European diplomats. They desired peace with enlarged dominions, increased power, debilitation of defeated nations, exorbitant financial awards to themselves.

Woodrow Wilson had the single track mind, driving straight for the golden rule, for his League of Nations, for peace among all peoples. Lloyd George with many track mental trunk lines, Clemenceau and the Japanese and the Italians and all the others could not comprehend the "open covenants openly arrived at" in the world democracy of Woodrow Wilson. Their basic ideas were lodged and grounded in secret treaties for despoiling defeated nations. This was their inheritance from the ages.

Woodrow Wilson returned, a thwarted, weary broken man. Without him and his intensive dream and vision, without his absorbing ideal of the golden rule, who of us dare say how far towards world peace the Versailles convention could have gone.

Now, we are past the gathering of nations at Versailles, yet I fear great numbers of Americans fail to realize that ours is a world power; that somehow, sometime, America must tackle its job. America with vast resources, with hesitating statesmen on many side tracks, America with its long-delayed political equality for women, this America of ours must sometime realize that civilization, enlightenment and human comfort in the world are measured in terms of peaceful commerce and peaceful industry and personal liberty under law, and not in terms of war and conquest.

In the conception of world power and world peace, I wonder whether without the single track mind of Woodrow Wilson the dream of democracy under the golden rule enforced by international law could have brought us to our present wider conceptions and keener appreciations and higher hopes. I wonder whether any one could have done it excepting the man of single track mind and absorbing singleness of purpose.

I wish ten thousand young Missouri college men and women and all my varied professional associates might read "Woodrow Wilson, by William Allen White." I wish the League of Nations, Democrats and the non-League Democrats could read it. I wish my friends among the Republican cohorts, lovers and non-lovers of Woodrow Wilson, might read it. I think they would all be more human, less rancorous, and far finer Americans.

THE BEVERLY INDUSTRIAL SCHOOL

AN INDICATION OF THE TREND IN EDUCATION

S. HOWARD CHACE

Beverly, Mass.

The Beverly Industrial School offers suggestions for improving the curriculum and methods in both grades and high school. This school was organized by Superintendent Adelbert L. Safford and developed by Superintendent Robert O. Small.

It is a part-time, co-operative, regular trade extension school for training machinists.

BOARD OF CONTROL.

The Board of Control consists of the mayor, ex-officio, one representative from the co-operating industry, the chairman of the school committee, and four members appointed by him. The superintendent of schools has been elected annually to act as secretary and executive officer by this board of trustees.

ADMISSION OF STUDENTS.

Students are admitted after an examination and investigation by the principal of the Industrial School. There is always a waiting list. Candidates must be approximately fifteen years of age and be of proper stature to handle man-sized machines. They must have completed at least the work of the sixth grade in the elementary schools. The average schooling of the student body is completion of the first year of high school. A few have been high school graduates.

The academic scholarship of candidates is not the determining factor. Even though an applicant has failed in the grade schools, he may succeed in this school because the appeal of this type of educational opportunity is strong and brings out the best there is in any boy who is at all qualified for work with machines of precision. In this school he is doing real work—a man's work—in a real shop—the largest shoe machine factory in the world—making parts to be assembled in real machines of a highly specialized and intricate type. Any one of the pieces he produces may be shipped to replace a broken part of a machine in some remote corner of the world.

The part the boy is playing in the world's work makes a strong appeal to him and the tangible rewards he receives in his pay envelope every Thursday add zest to the experience. The instructors enjoy helping boys "make good," especially if they have failed elsewhere. The school cannot, however, make skilled workmen of mentally or morally defective or indifferent boys.

ORGANIZATION.

The school accommodates seventy boys who desire to become skilled machinists. They are grouped in two divisions—A and B—which alternate between the school and the factory of the United Shoe Machinery Corporation. When Group A is being trained at the factory, Group B is receiving instruction in related work in the school.

The school is in session six hours per day, five days per week, from 8 to 12 a.m. and from 1 to 3 p.m. The shop runs eight hours per day, from 8 to 12 a.m., and from 1 to 5 p.m., except Saturday afternoons. The school year is fifty weeks; two weeks' vacation being given in August.

FACULTY.

The faculty consists of a director who supervises all work, both at the school and the factory, and also teaches civics and some other subjects; a science instructor, who remains at the school at all times and instructs all groups in related science; two machinist instructors, each of whom has charge of a group both in school and factory, thus correlating the work of the two; and a shop foreman, who is always in the shop. He selects suitable work, keeps jobs going through in proper order and ties up the work of the two divisions. All of these men were skilled machinists before they were offered positions in the school.

THE COURSE.

In the schoolroom each week there is a discussion of "shop topics" and the drawing from memory of parts made in the factory during the preceding week. Occurrences in the factory are discussed and queries are presented by the shop instructor. The principles that are involved in these experiences furnish the basis for the related work in the schoolroom.

Students are taught in groups when their attainments permit, but as new students are admitted whenever a vacancy occurs, and as each student progresses as rapidly as his ability permits, there is much individual instruction.

Subjects and parts of subjects are taught as and when the experience in the shop shows the pupil the need for them. These subjects include:—

IN MATHEMATICS.

Arithmetic, algebra, geometry, trigonometry, use of shop tables.

IN DRAWING.

Free-hand sketching from object and from memory; making working drawings, designating processes and the machines and tools to be used. Machine design.

IN SCIENCE.

Mechanical principles and laws of machines. Chemistry of materials; testing of materials. Foundry practice. Scientific use of instruments of precision.

IN ENGLISH.

Practice in clear, accurate self-expression.

IN HYGIENE.

A study of the laws of health, accident prevention, and emergency work.

IN CIVICS.

The privileges and duties of good citizenship.

The length of the course depends in part upon the ability and effort of the pupil, but averages about two years of part-time work in school and factory followed by about a year of full-time work in various departments in the factory.

In the factory the part-time boys do regular commercial work making parts for shoe machinery. They receive one-half the regular piece price for that work, the other half going toward the support of the factory and of the school. The boys on full time receive regular journeymen's wages. All work is tested by regular shop inspectors before being accepted. The percentage of junk is remarkably small—less than three-fourths of one per cent. For six consecutive weeks taken at random only ninety-eight of sixteen thousand four hundred ninety-nine pieces were junk.

Formal graduation exercises are held when a group of students have satisfactorily completed their tryout on full time in the factory.

FINANCE.

The United Shoe Machinery Corporation pays the full salary of the shop foreman and one-half the salary each of the shop instructors. It also furnishes all the factory tools, factory equipment, power, heat, shop space, raw material, etc., and it takes the finished product. The city pays the salary of the director and science instructor; one-half the salary of the two machinist instructors and the salary of the janitor at the school building. Its expenditures for books, magazines, etc., are less than $600 per year. No textbooks for class use are desired.

Eligible out-of-town pupils, approved by their local superintendent of schools, are admitted when there are not competent Beverly boys on the waiting list. The municipality from which these boys come pays the city of Beverly for the cost of their instruction—$100 per pupil per year of fifty weeks. This is the lowest cost industrial school in the state. The city of Beverly also receives state and federal reimbursement for this school.

ADVANTAGES OF THE BEVERLY PLAN.

1. There is relatively small initial expense in starting a school on this plan.
2. Little investment in machines or supplies is required.
3. The school is relieved of the problem of finding work for the boys. Wide variety, large quantities and steady supply of suitable work is assured through the co-operation of a large industry.
4. The product is sold as soon as produced.
5. The school offers training in making commercial products in a commercial way under the best of shop conditions. After finishing the course, the pupil has already made the adjustment from school to work in industry.
6. The boy is paid in proportion to the amount he produces—wholesome encouragement to effort.
7. Knowledge that the product of his labors is to be put to real use is a valuable incentive to good workmanship. Accepted parts made by the pupils are stored in the same box with those made by experienced workmen and may be the ones to be shipped to Europe or Australia or South America, where misfits would be costly.
8. The machinist instructor follows his group from shop to school, thus ensuring close correlation between the trade and related work. This is an important feature in the organization of the school. I doubt whether there is any other way to secure adequate correlation.
9. Shop work is performed in a large factory that employs a high type of superintendents, foremen and mechanics. This ensures the employment of modern machinery, efficient methods of production and a high degree of accuracy in the finished products.
10. The instruction given in related work at the school meets a real need that is realized by the pupil. This is in sharp contrast to the work of the ordinary classroom.
11. Only those subjects or parts of subjects that function in the machinists' trade or in good citizenship are taught. For example, only about a dozen theorems in geometry are required. Usefulness of information—not subject matter—is emphasized.
12. Parts of subjects are taught as and when needed. They are not taught in the familiar progressive exercise sequence.
13. This school is distinctly a public school, open (up to the limits of its capacity) to any boys who have the requisite qualifications. The school is controlled by a board of trustees, six-sevenths of whom are elected by the voters of the city. No indenture or agreement is required of pupils. They may leave at any time. The United Shoe Machinery Corporation has extended a type of co-operation that is commendable in the highest degree.
14. The presence of a representative of the co-operating company on the governing board of trustees has proven to be a very valuable asset to the school.
15. There is no exploitation of the boy for the benefit of the industry.
16. The boy is practically certain to secure a good position in the factory after gradua-

tion. Boys who have gone to work in other shops have been successful.

It seems reasonable to assume that in general the aims, methods, and results outlined above, which are so definite, desirable, and satisfactory in an industrial school may point the way for some improvements in schools not of the industrial type. Of course, these attainments are more easily reached in industrial schools because in other types of school there are centuries of prejudice to be overcome, ideas concerning the nature of education to be revised; conscientious fears of teachers to be allayed and administrative red tape to be abolished; yet some of these industrial school methods can be employed and are being employed here and there.

The time at my disposal will not permit adequate treatment of this trend. A few queries involving industrial school advantages which may be enjoyed by pupils in other types of school must suffice.

1. Can we not do more to help pupils form more definite objectives whether it be in primary number or high school mathematics; the study of Latin or skill in music?
2. Can we not present more opportunities for tangible achievements by pupils in all our schools in all lines of work?
3. Can we not substitute problems presented in their natural setting in place of artificial, make-believe problems?
4. Have we exhausted opportunities for presenting work which pupils themselves will realize is worth doing?
5. Is there any reason why we cannot correlate our academic work with the pupils' environment as closely as is done in the industrial school?
6. Could we not teach this related work as and when needed instead of in a series of progressive exercises—a practice which beclouds the pupils' vision of its utility?

The schools that are standing in the forefront today are those whose method involves learning while doing. Hampton, Tuskegee, Mooseheart, Antioch, and others are pointing the way. The public schools may well learn from their excellent example.

NOT YET

The God of Bounds,
Who sets to seas a shore,
Came to me, on his rounds,
And said: "No more!"
—Emerson.

And I made bold to answer:
"My work is only play;
'My Father worketh hitherto,'
And I must work today."
—David Starr Jordan.

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WHAT'S RIGHT WITH THE TEACHER?

O. T. CORSON

[Ohio Educational Monthly, December, 1920.]

A newspaper report of the recent meeting of the Southwestern Ohio Teachers' Association stated that one of the prominent teachers discussed "What's Wrong With the Teacher?" and named the following things in answer to the question:—

1. Constant dealing with inferior minds caused her to assume the attitude of knowing it all.
2. Constant looking for errors caused her to become overcritical.
3. Constant working along one line of knowledge caused her to become narrow-minded.
4. Constant practice of setting herself up as an example caused her to assume an attitude of being the only one to act correctly.
5. Constant listening to official instructors resulted in danger of her losing her own ideals.
6. Constant urging of others on to self-expression resulted in danger of doing nothing herself.
7. Constantly shut up in the schoolroom resulted in danger of her losing her red blood.

After declaring in substance that the teacher is pedantic, hypercritical, narrow-minded, pharisaical, subservient, doless, and anaemic, the speaker is reported to have added that aside from these things, little is wrong with the teacher. Whether this remark, evidently intended to take away the sting of the charges, resulted from remorse of conscience, or from generosity of heart, the reader is permitted to draw his own conclusion.

Are the charges true? Is the criticism just? Is the teacher guilty as indicated by the indictment? If by "the teacher" is meant teachers in general or as a class, which it is reasonable to assume was meant by the speaker, there can be but one answer—the charges are false, the criticism is unjust, the teacher is not guilty.

In the first place the assumption is false that the teacher is constantly dealing with inferior minds and, as a result, the conclusion that she is thereby caused to assume the attitude of knowing it all is entirely unwarranted. Such a teacher with such an attitude is the exception and not the rule. Teachers in general are not so characterized.

In the second charge, the conclusion based upon another false presumption that the teacher is constantly looking for errors, is unfair and unjust to teachers in general. Unlike their destructive critics, teachers do not spend all their time condemning. They look for and find many things to commend, and as a result develop a generous appreciation of the good they find in their pupils, which helps them to avoid becoming overcritical—a practice which is earnestly commended to their critics as being worthy of imitation.

Instead of constant working along one line of knowledge, the teacher is compelled to keep informed along many lines. The wonder is that she succeeds in this difficult task as well as she does. Her mind in breadth as well as in depth will not suffer by comparison with the minds of the members of other professions and callings.

The teacher is not primarily responsible for being set up as an example and to state that it is a constant practice for her so to set herself up is not warranted by the facts. It is a fact that her life is usually a fairly good example of what a life ought to be and that her example can usually be followed with safety. It is not true that the teacher generally assumes an attitude of being the only one to act correctly. It is a source of great regret to her that in too many instances parents do not furnish better examples to their children and thus relieve her of a part of her heavy responsibility.

It is possible that in some over-supervised schools the teacher is in danger of losing her own ideals by being compelled to listen to too many official instructions. But this is not the fault of the teacher and should not be charged to her account. In such instances the question should be not "What's wrong with the teacher," but "What's wrong with the superintendent who is responsible for official instructions which are unnecessary and burdensome?"

To suggest that the teacher is in danger of doing nothing herself as a result of urging others on to self-expression is a complete reversal of the common criticism that the teacher talks too much and does too much with the result that pupils have no chance to express themselves either in words or deeds. Certainly the teacher cannot be guilty on both charges. Which charge, if either, is true it is not the purpose of this article to discuss.

On the seventh charge of the indictment, it will be necessary for some good-intentioned and well-meaning teachers to plead guilty and "throw themselves on the ignorance of the court." In passing sentence "the court" should render a merciful verdict because the demands upon the time and strength of the teacher are so great that it is difficult for her to find the time for sufficient exercise and recreation to ward off the danger of her losing her red blood.

Instead of asking What is wrong with the teacher, and then attempting to answer the question by preferring charges without a word of evidence to justify them—charges which are

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entirely without justification when applied to teachers in general, it would be much better to inquire What is right with the teacher and then record at least a few of the virtues of the teacher, evidence of the existence of which can be seen on every hand by all who are not blind to the truth—virtues which speak for themselves to all whose ears are open to the truth.

It is unfortunate that too many persons, who are given an opportunity to speak to large meetings of teachers, feel called upon to discuss the weaknesses of the minority of teachers who are usually not present to hear the discussion, rather than to call attention to some of the strong points of the majority of teachers whose faithfulness leads them to support and attend the meetings at which they too often are compelled to listen to unfair and unjust criticism of their work.

What is right with the teacher? Too big a question to answer in this article. "Neither time nor space" will permit.

SELFISHNESS

EDGAR A. GUEST

Think of yourself from first to last:
Guard yourself from the wintry blast;
Feed your stomach and quench your thirst:
Feather your nest and feather it first;
Fly to your pleasures and dance them through,
There is nobody else in this world but you.

Think of yourself—and right or wrong,
Give no thought to the passing throng.
What if your conduct should bring to shame
Those who honor and share your name?
What if they're hurt by the things you do?
Why should their sufferings trouble you?

Live for yourself, but don't complain
When you have come to the world's disdain.
Don't return when the night comes on
And wonder where all of your friends have gone,
Carry no burden except your own,
But always be ready to weep alone.

But if you wish for the happy years
And the love of a friend who sees your tears,
And the world's respect and an honored name,
And all the joys which the gentle claim,
You must think of others in all you do—
You must think of them first, and last of you.

—Junior Republic.

EDUCATIONAL FORUM

HARVARD CUSTOMS TWO CENTURIES AGO.

[As Written by Richard Waldron, 1738, and Published Now in The Crimson Bookshelf.]

1—No freshman shall ware his hat in the College yard except it rains, snows, or hails, or be he on horse back or haith both hands full.

2—No freshman shall ware his hat in his senior's chamber or in his own if his senior be there.

3—No freshman shall go by his senior with out taking his hat of if it be on.

4—No freshman shall intrude into his senior's company.

5—No freshman shall laugh in his senior's face.

6—No freshman shall talk saucily to his senior or speak to him with his hat on.

7—No freshman shall ask his senior an impertinent question.

8—Freshmen are to take notice that a senior sophister can take a freshman from a sophimore, a middle Batcelour from a junior sophister, a master from a senior, and a fellow from a master.

9—Freshmen are to find the rest of the scholars with bats, balls, and foot balls.

10—Freshmen must pay three shillings a piece to the Buttler, to have their names set up in the Buttery.

11—No freshman shall Loiter by the way when he is sent of an errand, but shall make haste and give a direct answer when he is asked who he is going for, no freshman shall use lying or equivocation to escape going of an errand.

12—No freshman shall tell who he is going for, except he is asked, nor for what except he be asked by a fellow.

13—No freshman shall go away when he haith been sent of an errand before he be dismissed which may be understood by saying it is well, I thank you, you may go or the like.

14—When a freshman knocks at his senior's door he shall tell name if asked who.

15—When any body knocks at a freshman's door he shall not ask who is there, but shall immediately open the door.

16—No freshman shall lean at prayers but shall stand upright.

17—No freshman shall call his classmate by the name of freshman.

18—No freshman shall call up or down to or from his senior's chamber or his own.

19—No freshman shall call or throw anything across the college yard.

20—Freshmen may ware there hats at dinner and supper except when they go to receive there commons of bread and bear.

21—Freshmen are so to carry themselves to there seniors in all respects so as to be in no wise saucy to them and whosoever of the freshmen shall break any of these customs shall be severely punished.

—o—

Australia's population is 6,000,000.

—o—

Seventeen states require a certificate of physical fitness for the issuance of permits to children entering employment, which is equivalent to saying that thirty-one states do not require such a certificate, and yet some decent people object to the Child Labor Amendment to the Constitution.

—o—

Fifteen specialists will discuss the social and economic conditions of New England in the following course of lectures at Boston University:—

February 11—"Industrial Leadership," by Melville D. Liming, manager, Bureau of Commercial and Industrial Affairs, Boston Chamber of Commerce.

February 18—"Better Business Methods," by Henry P. Kendall, of the Kendall Mills, Inc.

February 25—"Peace Through Justice in Industry: The Employee," by Frank H. McCarthy, general organizer, American Federation of Labor.

March 4—"Peace Through Justice in Industry: The Employer," by Howard Coonley, president, Walworth Manufacturing Company.

March 11—"Meeting Outside Competition," by Erwin H. Schell, Committee New England Industries, Boston Chamber of Commerce.

March 18—"Religious and Race Prejudice," by Rabbi Harry Levi, Temple Israel.

March 25—"Transportation Problems of New England," by William H. Day, New England traffic league manager, transportation bureau, Boston Chamber of Commerce.

April 1—"Leading Industries: The Textile Industry in New England," by H. C. Meserve, secretary, National Association of Cotton Manufacturers.

April 15—"Leading Industries: Leather and Shoes—A Great Human Need," by Thomas F. Anderson, secretary, New England Shoe and Leather Association.

April 22—"Leading Industries: The Wool Industry of New England," by Walter Humphreys, secretary, National Association of Wool Manufacturers.

April 29—"Human Motives in Industry," by Henry S. Dennison, Dennison Manufacturing Company.

May 6—"Social Results of Immigration," by Mrs. Eva Whiting White, Elizabeth Peabody House.

May 13—"Increasing the Food Supply," by Dr. H. W. Gilbert, Massachusetts Commissioner of Agriculture.

May 20—"The Social Science Teacher's Opportunity," by William C. Crawford, headmaster, Boston Trade School.

May 27—"A Program for High Schools," by Dr. Jesse B. Davis, professor of Secondary Education, School of Education, Boston University.

—o—

187,863 farms in the United States are owned by women.

—o—

"MISSING LINK" SKULL FOUND IN SOUTH AFRICA.

A fossilized skull, whose owner is believed probably to have been nearer the missing link than the Broken Hill or Java specimens, has been discovered at Taungs, Bechuanaland, by Professor Dart, of the Witwatersrand University, who says that the skull, buried in limestone at a depth of fifty feet, represents something midway between man and the great apes. Its owner, he said, was not human, but was yet more intelligent than the gorilla or chimpanzee. The being was unable to talk, the professor believes, but his mind had advanced in the direction of one whose offspring ultimately attained the faculty of speech. He must be regarded rather as a man-like ape than as an ape-like man.

—o—

Your vocabulary: What is tetra-ethyl lead? What is teredo?

—o—

IRON ORE TO STEEL DIRECT.

Discovery of a method for extracting pure steel and forge iron directly from iron ore, eliminating the use of melting furnaces, is announced by the Swedish engineer, Flodin, of the Hagfors Iron works. The invention, which is the result of extensive experimental work, has aroused lively interest among metal experts and will immediately be submitted to practical tests on a larger scale.

BOOK TABLE

[No publisher or author dictates one line that goes on this page. Nothing is said on this page that the Editor or his official representative does not believe to be true.]

THE CONSTITUTION OF OUR COUNTRY. By Frank A. Rexford and Clara L. Carson, both of High Schools in New York City. Cloth. Illustrated. 186 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

What the Bible is to the Christian Religion the Constitution of the United States is to the Republic of the United States. For a child to grow up in America without adequate knowledge and appreciation of our Constitution is a civic crime. It is not enough that it be read; it must be as skilfully studied as any subject. That this is adequately appreciated is evidenced by the fact that two prominent high school teachers of New York City have put their best thought into the preparation for so teaching the Constitution that it can but be learned, understood, appreciated and reverenced. The side headings are masterly selected. The questions are abundant, with every helpful reference, and the publishers have added greatly to the attractiveness and inspiration of the book by using forty-two important and interesting illustrations such as a picture of boys tuning in to hear President Coolidge's message to Congress, the shrine in which the original copy of the Constitution is sacredly preserved, a school club electing its officers to carry on their work as a Senate and House of Representatives, of President Woodrow Wilson signing a bill in the presence of the Senators, of men filing up to pay their Federal Income Tax, of newly naturalized citizens taking the oath of allegiance, of women presenting a copy of the Constitution to each upon his taking the oath, coining United States money, Custom House Inspection, full-page picture of a National Park, President Coolidge and his Cabinet, of the nine members of the Supreme Court, of court room with trial by jury, and of the Philippine House of Representatives.

It is of the utmost importance that the Constitution of the United States be studied with every aid to make the study impressive.

PROBLEMS OF THE TEACHING PROFESSION. By John C. Almach, Ph.D., Leland Stanford Junior University, and Albert R. Lang, Ph.D., State Teachers' College, Cheney, Washington. Cloth. 340 pages. Boston, New York, Chicago, San Francisco: Houghton Mifflin Company.

There is no longer any seven rules for teaching, no keyword, no slogan. It is now one problem after another, the problem of preparation; the problem of professionalization; the problem of selling the school to the taxpayer; the problem of selling education to legislators and Congressmen; the problem of selling a code of ethics to teachers, to principals, to superintendents and to Boards of Education; problems of the curricula; the problem of the relation of teachers new and old; the problem of salary, of tenure and pension. There is an almost infinite array of problems for every one to help solve for himself, for his relation to his associates, to the public, etc.

We have often said that a problem is something to solve while an example is something to perform. We have inherited a habit of performing educational examples instead of solving educational problems.

"Problems of Teaching" puts the situation better than we have ever seen it put. This is true of the selection of problems to be solved for teachers and by teachers, and equally true of the masterful way in which it approaches the solution of these problems. If we were to name six professional books that should be read by teachers, principals, supervisors, superintendents, Boards of Education, preachers and editors "Problems of the Teaching Profession" would certainly be one of the six. Indeed, we should be much inclined to put it near the head of the list.

THE EDUCATION OF THE CONSUMER. A Study in Curriculum Material. By Henry Harap, Ph.D., Cleveland School of Education. Cloth. 360 pages. New York: The Macmillan Company.

The Cleveland School of Education is demonstrating the superiority of the evolution of a Collegiate School of Education in a great university through the absorption of a city training school, expanding it scholastically and intensifying it professionally. In Dr. Harap's elaborate study in curriculum making by a skilful study of economic problems with which all teachers are familiar and in the solution of which the schools must have high responsibility, the problems studied in their extensive and intensive features are: Food Consumption, Housing, Household Materials, Household Skills, Fuel Consumption, Consumption of Clothing.

These are also treated as Household Arts, Industrial Arts, Social Studies, Consumer's Arithmetic, Science for the Consumer, The Consumer's Health and Household Safety.

The study has been exhaustive, scientific, and the results intelligible to the student or reader.

There are 106 tables presenting an array of facts not elsewhere presented as clearly and forcibly as here. Indeed, all the information, which is up-to-the-minute in accuracy, is more complete than in any other book for school use and is always presented skilfully.

A SHORT HISTORY OF FRENCH LITERATURE. By Maxwell A. Smith, Docteur de l'Université de Paris, Professor of French in the University of Chattanooga. Cloth. Frontispiece. x+390 pages. New York: Henry Holt and Company.

Nearly every college department of French offers a "survey" of French literature as an advanced course preparatory to specialized courses in particular periods or types of literature. Some teachers use no basic book in these courses, preferring to present an outline of French literature as a series of lectures, giving flesh to this skeleton-frame by the addition of suitable outside and collateral readings, as well as reading and discussion in class. Others have tried to utilize the standard literary histories, most of which are too detailed, too erudite, too bulky, or too expensive for such a purpose. Dr. Smith has attempted in his "Short History of French Literature" to provide a work which should meet the needs of survey courses, or of general readers, without infringing on the larger standard works. He has succeeded admirably in this well-written book, among the features of which are: (1) relatively small space devoted to the medieval period and the Renaissance, with correspondingly greater fullness in the treatment of the nineteenth century and contemporary writers; and (2) emphasis upon *genres* and movements rather than upon names and dates, without, however, neglecting any outstanding writer. As the book is not intended to be more than an introduction to French literature, the amount of bibliographical material and notes is limited; it is expected that the usual reference works shall be available for consultation. Professor Smith

shows his courage by giving estimates of notable contemporary figures; most literary historians fear to hazard opinions of recent writers for at least a generation after their deaths. In addition to a selected bibliography, an index is provided. The book is typographically most attractive. The publishers are to be congratulated upon this addition to their list coming so soon after the noteworthy Nitze and Dargan "History of French Literature."

LE VOYAGE DE MONSIEUR PERRICHON. Comedy in four acts by Labiche and Martin. Edited, with notes, direct-method exercises, and vocabulary, by Ralph E. House and Charles E. Young (State University of Iowa). Cloth. Illustrated. vi+146 pages (84 pages text). Price 68 cents. New York: D. C. Heath and Company.

Even though Labiche was never highly praised by critics he nevertheless is a great man in the eyes of teachers of French—for has he not given us "La Grammaire," "La Poudre aux Yeux," and "Le Voyage de Monsieur Perrichon"? Clean, unroariously funny, without a single mean or "rough" line, written in French that is colloquial but correct, and crammed with useful idioms, "Perrichon" has always been a favorite in French classes in American schools and colleges. No one who has read it will ever forget how Perrichon counts himself, his wife, and his daughter along with his baggage, or his lines on "la mère de Glace," or " La France, reine des nations!" Professors House and Young in this attractive new edition have provided twelve modern exercises based on the text in addition to the usual notes and vocabulary. The illustrations add to the enjoyment of the text. As an example of up-to-date editing the volume leaves nothing to be desired.

DEVICES AND DIVERSIONS FOR VITALIZING TEACHING IN INTERMEDIATE AND GRAMMAR GRADES. A Handy Handbook for Teachers. By Alhambra G. Deming, Winona, Minnesota. Chicago: Beckley-Cardy Company.

This eighth delightful subject-method-device-diversion publication from the fertile professional genius of Alhambra G. Deming is as brimful of inventive suggestions as though it were the only grouping of practices, studies and dreams of a lifetime.

As we look through its pages, and we have enjoyed every one of the 219 pages, we have seen more schemes for "Devices and Diversions" that are captivating than we remember ever to have seen before, and the publisher has introduced a lot of blank pages for "References, Clippings: Other Devices," and insert pages for the approach to each section: Reading, Geography, Language, Arithmetic, History and Civics, Dictionary and Proverbs. We cannot resist the temptation to use the entire "Foreword":—

"That scion of Esculapius who, in the days of our forefathers, conceived the idea of covering the unpalatable pill with a sugar-coating, did much, not only for his own generation, but for all the pill-makers and pill-takers who have lived since. He doubtless used as his argument, 'If I rid the pill of its disagreeable taste, it will be swallowed more easily and will do just as much good; and the better the taste the more pills will be swallowed, therefore the more good will be accomplished.'

"This argument holds true in elementary education as in materia medica. The teacher who has the wisdom to sugar-coat the doses of instruction which she must perforce administer for the mental health of the child shows the same knowledge of human nature as did the wise old physician; for much of this indispensable instruction is as unpalatable to the average child as were the old-time doses of disagreeable drugs to those who must take them.

"The device, the diversion, the game, the story, the project and the socialized recitation, if intelligently used, give new life to almost any subject taught. They stimulate interest, relieve the monotony of the daily routine, bring about repetition of facts and forms needing much drill, and beget, in the children who are fortunate enough to be taught under these methods, an alertness and responsiveness which the old-time methods fail to develop."

EDUCATIONAL JOTTINGS ABROAD. By Raymond Walters, Associate Editor "School and Society." Cloth. Lancaster, Pennsylvania: The Science Press.

Professor Raymond Walters of Swarthmore College, Pennsylvania, has grouped the essence of eleven articles written for various American magazines on interesting observations, experiences and interpretations of travels in England, Scotland, Holland and France in June, July and August in 1924. Not often does one enjoy comments on foreign affairs as one enjoys these "jottings," which touch, lightly and brightly, a variety of interesting places and people in four countries in which intelligent Americans are more or less interested. The style is charming and the setting is in many ways attractive.

NORTE Y SUR: Geografía, Historia y Cuento. A Spanish Reader. By William E. Knight, Assistant Professor of Romance Languages, University of Virginia. Richmond: Johnson Publishing Company. Cloth. Illustrated. xii + 241 pages. Price, $1.36.

The Johnson Publishing Company has been long and favorably known as one of the most important book-concerns of the South. Under its new management it is rapidly on the way to becoming an outstanding house nationally as well. Under the expert direction of Richard A. Metcalf, well-known throughout the country as a book-man, it has begun an ambitious program of school and college textbook publishing in the modern languages, and this fine new beginners' reader initiates the "American-Spanish Series," for which five additional volumes are already announced.

In "Norte y Sur" Professor Knight presents an easy introductory reader, suitable for use as early as the fourth week in the first-year Spanish course, in which are described the various countries of North, Central, and South America and the West Indies. There is just enough of history, just enough of geography, just enough of the story element to make the book at once interesting and instructive; and its Spanish, while of the proper Spanish flavor, is so simple as to make it comprehensible to the veriest beginner. Brief exercises for oral and written drill follow each selection. An adequate vocabulary is included. The make-up of the book skilfully combines the practical and the artistic; the cover is well-designed and durable, the paper of excellent quality, the illustrations, some of which are in color, are most attractive, and the typography is a beautiful example of the printer's art. We predict for "Norte y Sur" and for the new series in general, a noteworthy success.

BOOKS RECEIVED

"Literature in the Schools." By Marion A. Doherty. Boston: Little, Brown and Company.

"Short Plays From American History and Literature." By Olive M. Price.—"One-Act Plays for Stage and Study." London, New York: Samuel French, Ltd.

"Minimum Essentials of Correct Writing." By Millington F. Carpenter.—"Keeping Up With Science." By Edwin E. Slosson. New York: Harcourt, Brace and Company.

"What We Hear in Music." By Anne Shaw Faulkner. Camden, New Jersey: Victor Talking Machine Company.

"Personnel Problems of the Teaching Staff." By Erwin Eugene Lewis. Price, $2.25.—"The Teaching of High School Subjects." By William A. Millis and Harriet H. Millis. Price, $2.25. London and New York: The Century Company.

"Health Lessons, Revised," Books 1 and 2. By Alvin Davison.—"The Human Body and Health." Revised, Elementary, Intermediate and Advanced. By Alvin Davison. Boston, New York: American Book Company.

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EDUCATION IN ACTION

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

A new College of Liberal Arts is to be opened by The American University, in Washington, D. C., next September. A full four-year college course will be provided, leading to the degree of Bachelor of Arts.

Imposing buildings have already been erected on the ninety-acre campus in the northwestern part of Washington, and others are under construction. A faculty of sixteen experienced and well-known teachers has been secured.

For the year 1925-26 the College offers forty-eight Foundation Scholarships—one for each state in the Union. These scholarships cover full tuition charges. Application should be made prior to April 1, 1925, to George B. Woods, Dean of the College, 1901 F street N. W., Washington, D. C.

The establishment of this new college in Washington will give many young men and young women the opportunity to avail themselves of the numerous educational advantages afforded by the national capital at the same time that they are securing college training. The libraries, art galleries, museums, etc., of Washington are among the great treasures of the world.

At the annual meeting of the Bryn Mawr Alumnae Association, held January 31, it was decided to raise $500,000 for the endowment of the music department and the erection of an auditorium. Quotas of $400,000 have been accepted by twelve districts of the United States: New York, $190,000; Philadelphia, $112,000; Boston, $20,000; Chicago, $37,000.

The observatory of Yale University has undertaken a program of work to determine the distances of stars visible only in the southern hemisphere which will consume from seven to ten years. A telescope for the new observing station in South Africa was shipped from New York, January 28, in charge of Walter O'Connell, machinist of the Yale observatory. Dr. Frank Schlessinger, director of this observatory, left some time ago for Johannesburg, where he will choose a site for the instrument.

Statistics issued by the Bureau of Education of the Department of the Interior show that the total enrollment of regular four-year students in 121 schools of engineering has decreased about 4,000 since the year 1921-22. Evidence that the engineering schools are making up some of the lost ground is contained in the following comparative figures:

Year	Freshmen-Sophomores	Total Students
Civil Engineeering		
1923-24	6,819	11,281
1924-25	8,738	13,690
Mechanical Engineering		
1923-24	6,675	11,384
1924-25	6,072	10,084
Electrical Engineering		
1923-24	10,786	16,467
1924-25	11,347	16,656
Chemical Engineering		
1923-24	2,738	4,734
1924-25	3,478	4,108
Mining and Metall. Eng.		
1923-24	978	1,898
1924-25	898	1,563
All Other Curricula		
1923-24	4,133	6,662
1924-25	4,414	6,732

The drive of the Roxbury (Mass.) Latin School for $400,000 closed successfully January 29. At a luncheon attended by more than 2,000 alumni at the Boston City Club, Chairman Roger Ernst of the campaign committee announced that $415,315 had been subscribed. Included in the list of subscriptions was one of $100,000 from the class of 1895 and $20,000 from the class of 1898.

The following members of the senior class at the University of Maine have completed the requirements for graduation in three and one-half years: Egbert M. Andrews of Gray, biology; Harvey S. Bean of Vienna, animal industry; David C. Jacobs of Rockland, Mass., history; Donald L. Trouant of Augusta, mathematics; Philip P. Whittier of Bangor, economics; Edna Brown of Bangor, mathematics, and Alberta G. Pierce of Orono, German.

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A recent report to the American Association of University Professors, submitted by Professor Ralph Barton Perry of Harvard, asserts that the tutorial system in some form is inevitable in American colleges, that it is consistent with the tendencies of the day and that it appears already to have stimulated intellectual interest and raised intellectual achievement among undergraduates. The tutorial method of instruction is adapted to produce the following educational results: The substitution of the mastery of a subject for accumulation of credits in separate courses; intellectual initiative and independence on the part of the student; such close and informal contact between teacher and student as will, on the one hand, bring into play the personal influence of the teacher, and, on the other hand, both discover and meet the individual needs of the student.

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By BERTHA B. and ERNEST COBB

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NEWTON UPPER FALLS, MASS.

An unusual course of study is offered beginning Tuesday, February 10, by the School of Applied Social Science of Western Reserve University. It is called the Education of Children of Pre-School Age and is conducted as one of the extension courses given by the Cleveland School of Education in co-operation with Reserve by Dr. Garry Cleveland Myers and various specialists. The course is designed to afford training in the control of conduct of young children, particularly in the home, and for the training of leaders of child study groups.

Dr. Samuel W. Stratton has fully recovered from a major operation at the hospital of Johns Hopkins University and has resumed his work as president of the Massachusetts Institute of Technology.

Dr. Julian Daniel Taylor, professor of Latin language and literature at Colby College, Waterville, Me., and Dr. Charles Ernest Fay, dean of the Graduate School of Tufts College and professor of modern languages, are New England's oldest professors in point of service. Each of these distinguished men has taught continuously since 1868 in the institution with which he is now connected.

Professor Chester N. Greenough, dean of Harvard, has a leave of absence which will extend through the second semester of the current academic year. He will go first to the south of England for a rest. Later he will visit Oxford and Cambridge, for the purpose of studying English educational methods. He also intends to do some research work in the British Museum and other libraries.

In connection with the observance of Founder's Day at Clark University, a meeting in commemoration of G. Stanley Hall and Edmund Clark Sanford, former presidents of the university, was held on the afternoon of February 1. The speakers were: Dr. Mary W. Calkins, professor of psychology at Wellesley, and Dr. Colin A. Scott, professor of education at Mount Holyoke.

The National Child Labor Committee has issued the following: "We intend to continue fighting for adequate child labor standards until all American children are protected. Every legislature will vote on the amendment. It may take two years instead of six months to secure ratification. It will come because it is now being rejected from a foolish fear that all labor will be prohibited and all chores forbidden, rather than from adequate reasons."

One of fifteen medals given in this country by the Yugoslav government has been bestowed upon Abbot Academy, Andover, Mass., in recognition of its contribution to the education of students brought to America by Dr. Rosalie Morton to be trained for work in the reconstruction of their own country.

Two important bills affecting the Pennsylvania State College have been introduced in the Legislature: One is for authorization of a bond issue of $8,000,000 for buildings at the college and the other is for general maintenance and for agricultural research and extension for the next two years, totaling $4,323,220.

It is reported on what appears to be good authority that first and second cross-word puzzle books are by far the best sellers at the Wellesley College Book Store. The sale has kept up steadily since Christmas, and the fad seems far from abating yet. Of the modern novels, Edna Ferber's "So Big" and "The Little French Girl" are the most popular. Lately "Ariel" and Dunsany's "The King of Elfland's Daughter" have also been widely purchased.

David A. Ward is unanimously re-elected superintendent of Wilmington, Delaware.

A gift of $500 a year in perpetuum has recently been announced by the Henry Strong Foundation of Chicago, to George Washington University. This money will constitute a student loan fund, doubling annually in amount, and will be loaned at interest to worthy students who need financial aid to complete their college education.

The University of Pennsylvania will confer the degree of LL.D., on Secretary of the Interior Hubert Work and Dr. Ray Lyman Wilbur, president of Leland Stanford University, at the university day exercises, February 23, 1925.

MEETINGS TO BE HELD

FEBRUARY.

23-24: Annual meeting of the National Academy of Visual Instruction, Cincinnati, Ohio. J. W. Ankeney, secretary, Ithaca, N. Y.

22-26: Department of Superintendence, Cincinnati, Ohio.

APRIL

2, 3, 4: Fifth Annual Educational Conference, Ohio State University, Columbus, P. R. Stevenson, Secretary.

23, 24, 25: Annual Convention, Eastern Arts Association, Springfield, Massachusetts. Frank E. Mathewson, Jersey City, N. J., Secretary.

JUNE

28-July 4. National Education Association, Indianapolis, Indiana.

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